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AUTHOR	Warpinski, Robert
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ABSTRACT

Presented in this teacher's guide for grades seven through nine are lesson plans and ideas for integrating music and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

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Project I - C - E INSTRUCTION - CURRICULUM - ENVIRONME

A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Music GRADE 7-9

Produced under Title III E.S.E.A.
PROJECT I-C-E
Serving Schools in CESA 3-8-9
1927 Main Street
Green Bay, Wisconsin 54301
(414) 432-4338
(after Dec. 1, 1972 - 468-7464)

Robert Warpin
Robert Kellne
George Howlet

SE 016 549

INSTRUCTION - CURRICULUM - ENVIRONMENT

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ROGRAM FOR ENVIRONMENTAL EDUCATION

Music GRADE 7-9

tle III E.S.E.A.

n CESA 3-8-9

sin 54301

72 - 468-7464)

Robert Warpinski, Director
Robert Kellner, Asst. Director
George Howlett, EE Specialist

"MUSIC PREFACE"

Music as an art form best serves the purposes of ecology by developing in the students, ecology-related aesthetic values. The music program as a reinforcement of the concepts, theories, and practical applications taught in other subjects provides a further service to the cause of ecology.

The music teacher must have an awareness of, a desire to become involved in, and a realization of the urgency of ecological concerns. These lesson plans and episodes are suggested avenues to be explored. Further, our hope is that teachers avoid a contrived use of this guide, but, rather, let it stimulate thinking and serve as both a reference point, and a point of departure for music and classroom teachers.

For us, music is a vocation. For many, it is an avocation or non-polluting activity, depleting little or none of our natural resources while offering satisfaction for deeper human needs.

Music Teachers Committee
Project I-C-E

PREFACE

"Oikus" for house is the Greek origin of the term "ecology" studies our house--whatever or wherever it may be. Like an u expand or contract to fit many ranges--natural and man-made. environments, our many "houses" if we omit rancor and cite lo complexities. Our "oikus" uses the insights of all subjects. multidisciplinary program like ours necessarily results. Als a long time, our program ranges K thru 12. The environment m values. These values have their origin in the "oikus" of our minds. Let us become masters of our house by replacing the G with "Know thyself and thine house."

1. Written and designed by your fellow teachers, this guide i to fit appropriately into existing, logical course content
2. Each page or episode offers suggestions. Knowing your stu to adapt or adopt. Limitless chances are here for your ex Many episodes are self contained, some open-minded, still developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no and no curriculum will work unless viewed in the context o
4. React to this guide with scratch ideas and notes on the ep
5. After using an episode, fill out the attached evaluation f duplicate, or request more of these forms. Send them sing We sincerely want your reactions or suggestions--negative evaluations are the key in telling us "what works" and in the guides.

TERMS AND ABBREVIATIONS

ICE RMC is Project ICE Resource Materials Center serving al school districts in CESA 3, 8, and 9. Check the Project ICE resources. Our address and phone number is on this guide's o or call us for any materials or help.

BAVI is Bureau of Audio Visual Instruction, 1327 University Madison, Wisconsin 53701 (Phone: 608-262-1644).

Cognitive means a measurable mental skill, ability, or proc

Affective refers to student attitudes, values, and feelings

PREFACE

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ıtever or wherever it may be. Like an umbrella, our house can
fit many ranges--natural and man-made. We can add quality to our
"houses" if we omit rancor and cite long range gains, costs, and
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our reactions or suggestions--negative and positive. <u>Your</u>
<u>key</u> in telling us "what works" and in aiding our revisions of

NS

<u>CE Resource Materials Center</u> serving all public and non-public
SA 3, 8, and 9. Check the Project ICE Bibliography of available
s and phone number is on this guide's cover. Feel free to write
erials or help.
dio Visual Instruction, 1327 University Avenue, P. C. Box 2093,
01 (Phone: 608-262-1644).
asurable mental skill, ability, or process based on factual data.
student attitudes, values, and feelings.

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CESA #3

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Karen Grunwald, St. James (L)
William Harper, Lena
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Ervin Kunesh, Marinette
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Dorothy O'Brien, Wausaukee
Terry Otto, St. John (L)
Arthur Paulson, Oconto Falls
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Christine Proctor, Wausaukee
Arthur Schelk, Suring
Peter Skroch, Oconto Falls
David Soltesz, Crivitz
Bill Stillion, Shawano
Cathy Warnack, White Lake

Consultants

CESA #3

Dr. Richard Presnell,
Univ. of Wisc.-Green Bay

CESA #8

Dr. James Marks,
Lawrence University

CESA #9

Dr. Charles Peterson,
St. Norbert College

CESA #8

Mary Anders, Winneconne
Robert Becker, Fox Valley (L)
Mary Chriss, Hortonville
Cliff Christensen, Winneconne
Kenneth Couillard, Hortonville
Raymond Emerich, Hortonville
Mike Ercegovac, Winneconne
Dona Geeding, Menasha
Donald Hale, Winneconne
James Huss, Freedom
Sister Lois Jonet, Holy Angels
Kenneth Kappell, St. Aloysius
Kenneth Keliher, Appleton
Everett Klinzing, New London
Fred Krueger, Oshkosh
Jim Krueger, Winneconne
Mae Rose LaPointe, St. John High
Rosemarie Lauer, Hortonville
Robert Lee, Neenah
Harold Lindhorst, St. Martin (L)
Dennis Lord, Little Wolf
Robert Meyer, Neenah
Arnold Neuzil, Shiocton
James Nuthals, Lourdes
Connie Peterson, St. Martin (L)
Rosemary Rafath, Clintonville
Mark Reddel, St. Martin (L)
Gladys Roland, Little Wolf
Kathryn Rowe, Appleton
Mary Margaret Sauer, Menasha
Edwin Schaefer, Kaukauna
Lee Smoll, Little Chute
Doris Stehr, Mt. Calvary (L)
Ginger Stuvetraa, Oshkosh
Richard Switzer, Little Chute
Tim Van Susteren, Holy Name
Lila Wertsch, St. Margaret Mary
Warren Wolf, Kimberly
Gery Farrell, Menasha

wing teachers and consultants participated in the development
pplementary Environmental Education Guides:

CESA #8

Mary Anders, Winneconne
Robert Becker, Fox Valley (L)
Mary Chriss, Hortonville
Cliff Christensen, Winneconne
Kenneth Couillard, Hortonville
Raymond Emerich, Hortonville
Mike Ercegovac, Winneconne
Dona Geeding, Menasha
Donald Hale, Winneconne
James Huss, Freedom
Sister Lois Jonet, Holy Angels
Kenneth Kappell, St. Aloysius
Kenneth Keliher, Appleton
Everett Klinzing, New London
Fred Krueger, Oshkosh
Jim Krueger, Winneconne
Mae Rose LaPointe, St. John High
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Rosemary Rafath, Clintonville
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Lee Smoll, Little Chute
Doris Stehr, Mt. Calvary (L)
Ginger Stuvetraa, Oshkosh
Richard Switzer, Little Chute
Tim Van Susteren, Holy Name
Lila Wertsch, St. Margaret Mary
Warren Wolf, Kimberly
Gery Farrell, Menasha

CESA #9

Peter Biolo, West DePere
Lee Clasen, Lux.-Casco
Kathryn Colburn, Algoma
Merle Colburn, Algoma
Sara Curtis, Green Bay
Duane DeLorme, Green Bay
Roberta Dix, St. Joseph Acad.
Janet Elinger, Ashwaubenon
Phyllis Ellefson, Wash. Isle.
Keith Fawcett, West DePere
Jack Giachino, Seymour
Mike Gleffe, St. Matthews
Herbert Hardt, Gibraltar
Gary Heil, Denmark
Nannette Hoppe, How.-Suam.
Joseph Hucek, Pulaski
Catherine Huppert, DePere
DeAnna Johnson, Denmark
Kris Karpinen, West DePere
Mel Kasen, Gibraltar
Jack Koivisto, Green Bay
Sister Mary Alyce, Cathedral
Ellen Lotz, West DePere
Judilyn McGowan, Green Bay
Priscilla Mereness, Wrightstown
C. L. Paquet, Denmark
William Roberts, Sturgeon Bay
Roger Roznowski, Southern Door
Jan Serrahn, Sevastopol
Calvin Siegrist, How.-Suam.
Mary Smith, Green Bay
Carol Trimberger, Kewaunee
Mary Wadzinski, How.-Suam.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

1. Energy form the sun, the basic source of all energy is converted through plant photosynthesis into a form all living things can use for life processes.

Disci

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Probl

BEHAVIORAL OBJECTIVES	SU
Cognitive: The students will demonstrate through their performance of the musical drama their knowledge of the sun's effect, in a manner acceptable to the director. Affective: The student will recognize major aspects of the sun's relation to man, plants, and animals. Skills to be Learned Music composition Creative writing Costuming Interpretive dance Staging Lighting	I. Student-Centere A. Students wri narration do sun as the s energy (see B. Students con musical them character of (the sun, we etc.) and us leit motif f C. Instrumental pantomime th in costume, scenery, etc D. Instrumental work up the

nergy form the sun, the basic

ce of all energy is converted

gh plant photosynthesis into

all living things can use
ife processes.

Discipline Area Music

Subject General Music

Problem Orientation Sun's Effect On The Environment Grade 7

ESTED LEAR	IORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
in class a short cting the rce of all ck) se short for each he play th, trees, them in a nion. tudents wil narration h lighting tudents wil sical theme	The students will c through their e of the musical r knowledge of effect, in a eptable to the The student nize major the sun's c man, plants, s. be Learned osition riting ve dance	I. Student-Centered in class A. Students write a short narration depicting the sun as the source of all energy (see back) B. Students compose short musical themes for each character of the play (the sun, warmth, trees, etc.) and use them in a leit motif fashion. C. Instrumental students will pantomime the narration in costume, with lighting, scenery, etc. D. Instrumental students will work up the musical themes.	II. Outside Resource and Community Activities A. Program can be presented to a cla or entire school o community. B. Possibility of per forming this drama for TV. C. Resources: 1. Drama teachers 2. Art teachers 3. English teacher

Resource and Reference Materials	Continued and Additional Suggest
Publications:	(Con't from I. A.) A. Suggested episodes 1. The sun warms the earth, m the earth to support life. 2. The sun lights the earth 3. The sun creates oxygen thr photosynthesis in green pl 4. Solar energy can be harnes 5. The sun is a source of vit man's existence.
Audio-Visual: Appropriate slides or movies could be used as background scenery for the production.	B. Additional suggestions: 1. Productions can be of a br 2. Shades of green and yellow the drama. 3. Suggested flowers, sun, gr animals.
Community:	

Learning Ex	nce Materials	Continued and Additional Suggested Learning Experiences (Con't from I. A.)
ng it possi		A. Suggested episodes 1. The sun warms the earth, making it possible for the earth to support life. 2. The sun lights the earth 3. The sun creates oxygen through the process of photosynthesis in green plants. 4. Solar energy can be harnessed to serve man. 5. The sun is a source of vitamins necessary for man's existence.
h the proce s. to serve m ns necessar		
nature. ght would e plants, tr	r movies ckground duction.	B. Additional suggestions: 1. Productions can be of a brief nature. 2. Shades of green and yellow light would enhance the drama. 3. Suggested flowers, sun, green plants, trees, man, animals.

CONCEPT	1. Energy from the sun, the basic source of all energy is converted through plant photosynthesis into a form all living things can use for life processes.	Discipline Are Subject Problem Orient

	BEHAVIORAL OBJECTIVES	SUGGESTED
ESEA Title III - 59-70-0135-2 Project I-C-E	Cognitive: The student will demonstrate the ability to respond in song by singing with correct rhythm and 3 or 4 part harmony. Affective: The student will demonstrate an appreiation of the importance of singing related songs. Skills to be Learned Singing activities Intonation Balance Phythm Rotation Harmony	I. Student-Centered in cla activity A. The teacher will lea discussion about pla growth. 1. Plants originate what source? 2. What elements are essary for plant 3. Do plants rely on sun? 4. Do plants seem to for the sun? B. The teacher will intr songs related to disc eg. 1. Green, Green Grass Home. 2. Green Fields 3. Green Leaves of Su 4. Walk in the Sunshi C. The students will sin in balance listening blend and proper harm and intonation.

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plant photosynthesis into

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ocesses.

Discipline Area Music

Subject Elementary-Vocal

Problem Orientation Plant growth Grade 7-9

VIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
: The student nstrate the ability d in song by ith correct rhythm l part harmony. : The student nstrate an appre-i- he importance g related songs. be Learned ctivities n	I. Student-Centered in class activity A. The teacher will lead a discussion about plant growth. 1. Plants originate from what source? 2. What elements are necessary for plant growth? 3. Do plants rely on the sun? 4. Do plants seem to reach for the sun? B. The teacher will introduce songs related to discussion. eg. 1. Green, Green Grass of Home. 2. Green Fields 3. Green Leaves of Summer 4. Walk in the Sunshine C. The students will sing songs in balance listening for blend and proper harmony and intonation.	II. Outside Resource and Community Activities A. Students bring in example of harmonious actions observed thru films, student owned slides, and photos related to plant life and growth.

Resource and Reference Materials	Continued and Additional Suggest
Publications: 7th Grade book Exploring Music Series, Holt, Rinehart, and Winston Songs listed are available in various arrangements (SSA - SA - SAB - SATB) From: J.W. Pepper of Detroit, Inc. 373 Minnesota Street Troy, Mich. 48084 Audio-Visual: Tape recorder Slide projector Phonograph Community:	

Le	rence Materials	Continued and Additional Suggested Learning Experiences
	eries, nd Winston available ements SATB)	
	troit, Inc. eet 4	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

Discipline Area Mus

Subject Ge

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI
Cognitive: The students will produce a one minute sound collage incorporating natural and man made environmental sounds. Affective: The students will demonstrate an awareness of the variety of sounds in nature. Skills to be Learned Technical aspects of using a tape recorder. Listening skills Differentiation of sounds Rhythmical synthesis.	I. Student-Centered in class activity A. Present idea of a sound collage. B. Create work groups of 3-5 students to record specifi environmental sounds C. On board establish pattern for interaction of sounds. 1. Heavily used road drives out nature sounds. 2. Birds singing, cars driving past over balancing natura sounds. D. Students may play their collage for the class. 1. Discuss the job each group did. 2. Discuss the content of eac presentation.

organisms interact

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ecosystem.

Discipline Area Music

Subject General Music

Problem Orientation Interaction Grade 7-9

JECTIVES	SUGGESTED LEARNING EXPERIENCES	
idents minute rporating ide ds. idents n ariety re.	I. Student-Centered in class activity A. Present idea of a sound collage. B. Create work groups of 3-5 students to record specific environmental sounds C. On board establish patterns for interaction of sounds. 1. Heavily used road drives out nature sounds. 2. Birds singing, cars driving past over balancing natural sounds. D. Students may play their collage for the class. 1. Discuss the job each group did. 2. Discuss the content of each presentation.	II. Outside Resource and Community Activities A. Visit and tape record different areas of employment to differentiate sounds occuring in those activities. B. Create a pictoral collage by having students draw their own pictures.
ned of using f sounds sis.		

Resource and Reference Materials Continued and Addition

Publications:

Audio-Visual:
Tape recorder

Community:

Suggested Science Materials Continued	and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

BEHAVIORAL OBJECTIVES	
Cognitive: The student will demonstrate his knowledge of feeling in music through the choice of musical selections which convey mood and emotion. The student will identify orally 3 instances of an ecosystem in the movie Grand Canyon Suite Affective: The student will gain an appreciation of the importance of the balance of nature. He will gain an appreciation of music as it produces moods and emotions.	I. Student-Cent activity A. The teach movie Gra B. Student c is stronl discussio aspects i students the ecosy make comm 1. How do use th music mood a film c 2. The ec of nat the mo a. Wha eco is mov b. Wha to all eli (Con't
Skills to be Learned Judgment Preparing and reporting a presentation to class.	

l living organisms interact .

themselves and their

rment, forming an intricate

alled an ecosystem.

Discipline Area Music

Subject General Music

Problem Orientation Balance of Nature Grade 7-9

ORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
The student trate his f feeling rough the usical selections y mocd and he student fy orally 3 f an ecosystem e Grand Canyon he student r appreciation rtance of the nature. He n appreciation it produces notions.	I. Student-Centered in class activity A. The teacher will show the movie Grand Canyon Suite B. Student discussion: It is stronly suggested that discussion begin the musical aspects in the hopes that students will recognize the ecosystem shown and make comments themselves. 1. How does the film editor use the existing music to enhance the mood and emotion of the film clips? 2. The ecological balance of nature as shown in the movie a. What evidence of ecological balance is shown in the movie? b. What would happen to the balance if all the eagles were eliminated? (Con't)	II. Outside Resource and Community Activities A. Television programs B. Libraries C. Instructional materi center. D. Student record colle E. Radio
c Learned nd reporting ion to class.		

Resource and Reference Materials	Continued and Additional S
Publications:	(Con't from I.) C. Students will be asked examples of music of va ie. sad, happy, reveren committees may be used. D. Teacher and students wi the best presentations.
Audio-Visual: Grand Canyon Suite, Movie BAVI #2777 Color R $11.00 The Gifts, ICE Resource Center Music from the Movies	The film could be shown 10 minutes with the sou with the picture only (better appreciate the p the feeling for mood an
Community:	

gested Learn	ce Materials	Continued and Additional Suggested Learning EXperiences
bring in th ous moods an etc. Indiv discuss and t a later ti only (lamp und off) to er of the mu emotion.	lovie 11.00 rce Center 8	(Con't from I.) C. Students will be asked to bring in their own examples of music of various moods and emotions ie. sad, happy, reverent, etc. Individuals or committees may be used. D. Teacher and students will discuss and evaluate the best presentations. The film could be shown at a later time for about 10 minutes with the sound only (lamp off) and then with the picture only (sound off) to help students better appreciate the power of the music to promote the feeling for mood and emotion.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

Discipline

Subject

Problem Ori

BEHAVIORAL OBJECTIVES	SUGGEST
Cognitive: Students will synthesize a piece of music in terms of the elements of music interacting to create a musical composition. Affective: Students will better understand the intricacies of composing music.	I. Student-Centered in activity A. Discuss how all m elements interact themselves and th environment formi intricate unit ca musical compositi 1. Is there some structure in a composition? 2. Does music see some form and/ 3. Through music, a variety of i ation, chord c tempo changes, erent moods, e impressions be 4. Does there see similar form, structure in n 5. Do various sea changes in our environment se tempo of life? moods? (Con't)
Skills to be Learned Listening skills Research skills	

...nisms interact

...ea Music ...nd their Discipline Area Music

... General ...ng an intricate Subject General Music

...tation Ecosys... ...system. Problem Orientation Ecosystem Grade 7-9

... LEARNING EXP...	...TIVES	SUGGESTED LEARNING EXPERIENCES	
...ass II. C C ...cal A ...ong ... ...an ...ed a ...rm of ...sical B ...o follow ...order? ...using ...rument- ...ges, e ...n diff- ...ects or ...eveloped? ...o be a ...der of ...re? ...s, weather ...tural ...different ...ange in	...ill ...er- ...sical ...will ...ing	I. Student-Centered in class activity A. Discuss how all musical elements interact among themselves and their envirornment forming an intricate unit called a musical composition. 1. Is there some form of structure in a musical composition? 2. Does music seem to follow some form and/or order? 3. Through music, by using a variety of instrument-ation, chord changes, e tempo changes, can diff-erent moods, effects or impressions be developed? 4. Does there seem to be a similar form, order of structure in nature? 5. Do various seasons, weather changes in our natural environment set a different tempo of life? Change in moods? (Con't)	II. Outside Resource and Community Activities A. This lesson is to be considered as a short, brief episode. The resulting study could be used as a report, discussion topic at a music parent meeting. B. Try to involve other academic areas, such as biology and areas involved in studies of our natural environment.

Resource and Reference Materials	Continued and Additional Suggested Learning
Publications: Audio-Visual: Community:	(Con't from I. A.) 6. Can the natural environment and musical composition be seen as similar in structu B. Relate: Soil-----with-----Melody Climate----------Rhythm Avail. light------Harmony Seasons ----------Orchestration/I Water Supply------Dynamics Oxygen Supply-----Tempo C. Students should form relationships betwee ecological terms with a musical term and their structure in a musical composition.

e Materials	Continued and Additional Suggested Learning Experiences
	(Con't from I. A.) 6. Can the natural environment and musical composition be seen as similar in structure? B. Relate: Soil-----with-----Melody Climate----------Rhythm Avail. light------Harmony Seasons ----------Orchestration/Lyrics Water Supply------Dynamics Oxygen Supply-----Tempo C. Students should form relationships between the ecological terms with a musical term and discuss their structure in a musical composition.

ESEA Title III- 59-70-0135-2 Project I-C-E

CONCEPT 2. All living organisms interact among themselves and their environment forming an intricate unit called an ecosystem.

Discipline Area Music

Subject General Musi

Problem Orientation Interacti

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERI	
Cognitive: The students will analyze and list 3 instances each of dissonance and consonance in the harmonic structure of one piece of contrapuntal music. Affective: The students will appreciate the need for perfect interaction in music in the environment. Skills to be Learned Analysis Discussion	I. Student-Centered in class activity A. Students will listen to one of Bach's Two Part Inventions. Discuss: 1. What effect is created in this music? 2. What is done to create this effect? B. Students will locate from transparancy or chart of the notated music 3 instances of consonant harmony and 3 instances of dissonance harmony. C. Make an analogy with the Biotic Community Concept 1. Considering the previous project, note the creation of a balance between consonance & dissonance. 2. Where else do we find such an interacting balance in nature? D. Play each melodic line separately and then the total again.	II. Outs Comm A. S a s o t m

living organisms interact

selves and their environment Discipline Area Music

intricate unit called an Subject General Music

Problem Orientation Interaction Grade 7-9

RAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
The students and list 3 ch of dissonance ce in the ucture of one trapuntal music. The students ate the need interaction the environment. Learned	I. Student-Centered in class activity A. Students will listen to one of Bach's Two Part Inventions. Discuss: 1. What effect is created in this music? 2. What is done to create this effect? B. Students will locate from transparancy or chart of the notated music 3 instances of consonant harmony and 3 instances of dissonance harmony. C. Make an analogy with the Biotic Community Concept 1. Considering the previous project, note the creation of a balance between consonance & dissonance. 2. Where else do we find such an interacting balance in nature? D. Play each melodic line separately and then the total again.	II. Outside Resource and Community Activities A. Students may be asked to list several selections from radio or concerts in which they note contrapuntal music.

Resource and Reference Materials	Continued and Additional Suggested Learnin
Publications: Bach, Two Part Inventions G. Schirmer, Inc. 609 Fifth Ave. New York, N.Y. Audio-Visual: Switched on Bach, RCA Recording Community:	This episode may be repeated using curren such as: Close to You & What The World Needs Now TCB Album Motown

Exp	nce Materials	Continued and Additional Suggested Learning Experiences
el	ntions	This episode may be repeated using current selections such as: Close to You & What The World Needs Now TCB Album Motown

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 4. An adequate supply of pure water is essential for life.

Discipline Area M

Subject C

Problem Orientatio

BEHAVIORAL OBJECTIVES	SUGGESTED LEARN
Cognitive: The students will correlate a 5 min. film or ten slides of bodies of water to the moods of the music of a selected composition. Affective: Students and audience will gain an awareness and greater sensitivity for the way music and musicians can interpret. Skills to be Learned Photography Film editing Sychronization of film and music.	I. Student-Centered in class activity A. Students will hear the selected work eg. Molday, La Mer B. Discussion: 1. What do you see of your natural environment in the music? 2. What could you film to portray these ideas C. Students will film scenes of the natural environme and edit to correlate music with film or slides D. Final presentation to class or other group. E. Teacher has option to divide class into smaller groups to explore different segments of the environment (eg. trees, sea, air, clouds)

adequate supply of pure

ic s essential for life. Discipline Area Music

eral mu Subject General music class

lean Wa Problem Orientation Clean Water Grade 7-9

G EXPER	IORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
II. Out Com A. B. C. D.	The students late a 5 min. slides of water to the he music of composition." Students ce will gain an and greater y for the way usicians can e Learned rg tion of usic.	I. Student-Centered in class activity A. Students will hear the selected work eg. Molday, La Mer B. Discussion: 1. What do you see of your natural environment in the music? 2. What could you film to portray these ideas? C. Students will film scenes of the natural environment and edit to correlate music with film or slides. D. Final presentation to class or other group. E. Teacher has option to divide class into smaller groups to explore different segments of the environment (eg. trees, sea, air, clouds)	II. Outside Resource and Community Activities A. Lakes and rivers in the area. B. Mass media class in high school. C. Camera club. D. Resource development class (science, ag., etc.)

Resource and Reference Materials	Continued and Additional Suggested Learn
Publications: Band Arrangements Carl Fischer Pub. 312 So. Wabash Ave. Chicago, Ill. 60604 Exploring Music Series Bk. 6 Holt, Rinehart, Winston The Moldau Audio-Visual: The Moldau, Smetana (Time-Life Records Story of Great Music Slavic Concerts Side 2) La Mer, Debussy Fingal's Cave, Mendelsohn EbbTide, Maxwell The Sea, Arita Kerr, Rod McKuen The Sky " " " The Earth " " " Project ICI Resource Center Community:	Students can be encourged to explore add ecological projects, using these procedu

g Experi ional s.	nce Materials	Continued and Additional Suggested Learning Experiences
		Students can be encourged to explore additional ecological projects, using these procedures.
	ies t, Winston	
	(Time-Life eat Music e 2)	
	elsohn	
	. Rod McKuen " " " "	
	e Center	

ESEA Title III - 59-70-0135-2 Project I-C+E

CONCEPT: 4. An adequate supply of pure water is essential for life.

Discipline Area M

Subject J

Problem Orientatio

BEHAVIORAL OBJECTIVES	SUGGESTED LEAR
Cognitive: Using a student written text concerning the water pollution, the students will collectively compose a melodic line for the lyrics. Affective: The students will be alert to the problems of water pollution by intensive application of the word meanings to the melodies. Skills to be Learned Melodic Composition	I. Student-Centered in class activity A. Prior to implementing the lesson assign studen to write a ballad stanza centered around necessit of clean water. B. Use a students'poem as an example and write it on the board. C. Review the I, IV,II,V,VI progression. Write the progression above the measures. D. Measure off the text and put a time signature at the beginning. E. Next above each syllable write the rhythmic patte F. Next write the melodic pattern on the staff. G. Have each student work out his own in the same manner.

dequate supply of pure

essential for life.

Discipline Area Music

Subject Jr. High Vocal

Problem Orientation Clean Water Grade 7-9

RAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
Using a student t concerning ollution, the ll collectively elodic line ics. The students rt to the water pollution e application meanings to s. e Learned position	I. Student-Centered in class activity A. Prior to implementing the lesson assign students to write a ballad stanza centered around necessity of clean water. B. Use a students'poem as an example and write it on the board. C. Review the I, IV,II,V,VII, progression. Write the progression above the measures. D. Measure off the text and put a time signature at the beginning. E. Next above each syllable write the rhythmic pattern F. Next write the melodic pattern on the staff. G. Have each student work out his own in the same manner.	II. Outside Resource and Community Activities A. Perform as an exampl of music tying into other areas at P.T.A meetings. B. Recording or songs in classroom as acti to accent concept.

Resource and Reference Materials	Continued and Additional Sugg
Publications: School owned music series	
Audio-Visual:	
Community:	

ted Learnin	Materials	Continued and Additional Suggested Learning Experiences
	ies	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

Discipline Area

Subject

Problem Orientatio

BEHAVIORAL OBJECTIVES	SUGGESTED LEAR
Cognitive: Given a known melody, the class will write lyrics dealing with the effects of air pollution which will fit the rhythmic patterns of the song. Affective: Students will acknowledge that an adequate supply of clean air is essential to life. Skills to be Learned Lyric composition	I. Student-Centered in class activity A. Review a familiar song, suggested examples: 1. When The Saints Go Marching In 2. This Land is Your Lan 3. America the Beautiful 4. Dominique B. Discussion related to ai pollution 1. What causes pollution 2. What is a solution to pollution? C. List items of discussion on the board. D. Put ideas in phrase form to fit melody. Ex. When The Saints Go Marching In Oh, When The Smog Comes Rolling In: Then It's Time to Call Ou Politicians When The Smog Comes Rolli In. (Con't)

n adequate supply of clean air

ential because most organisms Discipline Area Music

or oxygen, through respiration, Subject General Music

ease the energy in their food. Problem Orientation Clean Air Grade 7-9

VIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
: Given a known he class will write aling with the f air pollution l fit the rhythmic of the song. : Students will ge that an adequate clean air is to life.	I. Student-Centered in class activity A. Review a familiar song, suggested examples: 1. When The Saints Go Marching In 2. This Land is Your Land 3. America the Beautiful 4. Dominique B. Discussion related to air pollution 1. What causes pollution? 2. What is a solution to pollution? C. List items of discussion on the board. D. Put ideas in phrase form to fit melody. Ex. When The Saints Go Marching In Oh, When The Smog Comes Rolling In: Then It's Time to Call Our Politicians When The Smog Comes Rolling In. (Con't)	II. Outside Resource and Community Activities A. Prepare for P.T.A. B. Prepare for community service clubs.
be Learned position		

Resource and Reference Materials	Continued and Additional Suggested Lea
Publications: School district owned music series The Golden Book Audio-Visual: Series records Tape recorder Community:	(Con't from I.) E. Each student prepares his own song 1. Select tune 2. Reward song relating to air po F. Solo performance on tape to be pre class.

Reference Materials	Continued and Additional Suggested Learning Experiences
ct owned music series ok	(Con't from I.) E. Each student prepares his own song 1. Select tune 2. Reward song relating to air pollution F. Solo performance on tape to be presented to class.

ESEA Title III -59-70-0135-2 Project I-C-E

CONCEPT

6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

Discipline Area Mus

Subject Ger

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARN
Cognitive: Students will orally report at least two conclusions regarding the relationship between raw material supply and instrument cost. Affective: Students will show respect for cost of materials and depletion of natural resources by his care of band instruments. Skills to be Learned Discussion Research Cause & effect thinking	I. Student-Centered in class activity A. Discuss the expense of instruments 1. Students may list on the board the comparitive cost of various instruments. 2. What are some of the factors that determine the cost of instrument B. Student investigation 1. Find out raw materials used in the instrument 2. Show on the world map the location of the materials C. Talk about geographical area of materials of instrument. D. Discuss the depletion of rare natural resources 1. What has this done to the price of instruments? 2. What caused the depletion? a. Fire (Con't)

resources are not equally

over the earth or over

reatly affect the

conditions and quality of

Discipline Area Music

Subject General Music

Problem Orientation Natural Resources Grade 7-9

AL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
idents will at least two garding ip between upply and t. idents will or cost of depletion ources by nd instruments. earned thinking	I. Student-Centered in class activity A. Discuss the expense of instruments 1. Students may list on the board the comparitive cost of various instruments. 2. What are some of the factors that determine the cost of instruments? B. Student investigation 1. Find out raw materials used in the instrument 2. Show on the world map the location of the materials C. Talk about geographical area of materials of instrument. D. Discuss the depletion of rare natural resources 1. What has this done to the price of instruments? 2. What caused the depletion? a. Fire (Con't)	II. Outside Resource and Community Activities 1. Music stores 2. Instrumental manufacturer plant 3. Take field trip to inst. company or have inst. rep. talk to class. 4. Social studies teacher

Resource and Reference Materials	Continued and Additional Suggeste
Publications: Grove's Dictionary of Music and Musicians, St. Martin's Press	(Con't from I. D.) b. Population growth c. Over use E. Determine why a deep respect f is needed, especially for band
Audio-Visual: Maps RCA Inst. of the orchestra Inst. Charts Milton Cross' Inst. of the Orchestra	
Community:	

Learning	e Materials	Continued and Additional Suggested Learning Experiences
		(Con't from I. D.)
	f Music	b. Population growth
		c. Over use
care o		E. Determine why a deep respect for care of instrument
tudents		is needed, especially for band students.
	hestra	
	of the	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

Discipline Area Mus

Subject Ban

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI
Cognitive: The student will demonstrate his knowledge of raw materials used in making instruments by identifying on a map 12 geographic locations of these materials. Affective: The students will be more sensitive to natural resources and their preservation, having researched this area.	I. Student-Centered in class activity A. Get a standard map of the world. B. List areas of the world where the raw materials for the different musical instruments can be found. C. Report on the scarcity of the different materials (oral) D. Report on the isolation of the different materials in specific parts of the world (oral) E. Suggested 10 min. report to the band. Students may listen to the report and use the report to stimulate interest on the student's part, in the materials used to make their instrument. Discussions can be carried on later in group lessons or individual private lessons.
Skills to be Learned Research Reporting Evaluating Predicting	

l resources are not equally

ed over the earth or over Discipline Area Music

greatly affect the geographic Subject Band

s and quality of life. Problem Orientation Natural Resources Grade 7-9

AL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
e student ate his aw materials instruments on a map locations of ls. e students sensitive sources servation, ched this	I. Student-Centered in class activity A. Get a standard map of the world. B. List areas of the world where the raw materials for the different musical instruments can be found. C. Report on the scarcity of the different materials (oral) D. Report on the isolation of the different materials in specific parts of the world (oral) E. Suggested 10 min. report to the band. Students may listen to the report and use the report to stimulate interest on the student's part, in the materials used to make their instrument. Discussions can be carried on later in group lessons or individual private lessons.	II. Outside Resource and Community Activities A. School, city, county libraries. B. Instrument manufacturing plants. 1. Written requests for information. 2. 2. Ask for films on instrument manufacturi Interview an instrument store owner (Retail) Questions: 1. Has the price of instruments gone up due to shortage of materials? 2. Are there any instruments that are no longer made of the material originally intended due to lack of original material.
Learned		

Resource and Reference Materials	Continued and Additional Suggested
Publications: Conn Chord Music Journal School Musician Instrumentalist MENC Journal Selmer Magazine Audio-Visual: The Girts I-C-E Resource Community: Oneida Standing Stone instrument repair project located in Green Bay. Affliiated with Musicians Repair & Supply, 2246 Willow St. Green Bay, Wis.	1. The report and map can be used a field trip to an instrument m for instance, LeBlanc in Kenosh 2. Show a film or film strip deali natural resources.

earning Exp	terials	Continued and Additional Suggested Learning Experiences
a lead-in ufacturing with deple		1. The report and map can be used as a lead-in for a field trip to an instrument manufacturing plant, for instance, LeBlanc in Kenosha. 2. Show a film or film strip dealing with depleting natural resources.

ESEA Title III- 59-70-0135-2 Project I-C-E

CONCEPT 8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

Discipline Area Mus

Subject Mus

Problem Orientation V

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI
Cognitive: Through studies of 3 musical productions, students will list 3 examples of environmental impacts which were factors in developing both plot & theme. Affective: Students will become sensitive to different ways of life as reflected in music. Skills to be Learned Listening skills Research skills Singing skills	I. Student-Centered in class activity A. Select a musical production. Study both the lyrics and melodic line by reading text if available and listening to recording of production. B. Discuss factors which influence composer. 1. Influence of economical factors 2. Social, political facto of influence. 3. Environmental factors. C. Select several selections and secure arrangements or theme and have students sing the score with thought to proper interpet of mood. D. Plays as read by the stude relating the effects of th environment on plot & theme. Nice dovetailing possible.

nomic, social,

tors determine

Discipline Area Music

lues and attitudes

Subject Musicals-Their Origins & Themes

nment.

Problem Orientation Values & Attitudes Grade 7-9

EXPERIENCES CTIVES	SUGGESTED LEARNING EXPERIENCES	
I. Outside R Community A. Collec from r of theatr 1. Pub 2. Stu & B. Film r of mus body e or ove to hours. e charge . Sugges 1. Por 2. Mus 3. Fid 4. Kin 5. Wes 6. The C. Extra ment. Have s novel musica report D. Englis a reso the en	I. Student-Centered in class activity A. Select a musical production. Study both the lyrics and melodic line by reading text if available and listening to recording of production. B. Discuss factors which influence composer. 1. Influence of economical factors 2. Social, political factors of influence. 3. Environmental factors. C. Select several selections and secure arrangements or theme and have students sing the score with thought to proper interpetion of mood. D. Plays as read by the students relating the effects of the environment on plot & theme. Nice dovetailing possible.	II. Outside Resource and Community Activities A. Collect recordings from movie or theatrical production. 1. Public library 2. Students collections B. Film rental for showing of musical to student body either in evening or over series of noon hours. Admission charge to cover cost. Suggested musicals; 1. Porgy & Bess 2. Music Man 3. Fiddler on the Roof 4. King and I 5. West Side Story 6. The Sound of Music C. Extra credit assignment. Have student read novel upon which musical is based and report orally to class. D. English teacher as a resource-relating the environmentof short sto

Resource and Reference Materials	Continued and Additional Suggested Learning
Publications: Exploring Music Series, Pub. Holt, Rinehart & Winston Audio-Visual: Tape recording Records Films Community: Showing of film for student body and families in evening. Admission charge to cover film cost.	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-D-E

CONCEPT 9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area Music

Subject Gener

Problem Orientation Ma So

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: Given a guitar, the student will demonstrate to the class at least 7 different ways of producing sounds on the guitar. Affective: Student will find the variety of tones possible in a single musical instrument. Skills to be Learned Experimentation Playing	I. Student-Centered in class activity A. Student will be given a guitar to work with. B. Student will experiment with the guitar to find as many different ways to produce a sound as possible (at least 7) 1. Strike back 2. Strike sides 3. Strike front 4. Pluck strings 5. Strum strings 6. Slide objects on strings 7. Play strings with soft mallets 8. Retune strings 9. Place objects (marble) C. Other students will make suggestion of other ways to produce sound on the guitar. D. Other student specialties or instruments can also be used.

II.

bility to manage,

nange his

Discipline Area Music

Subject General Music

Problem Orientation Manipulation of Sound Grade 7-9

IVES	SUGGESTED LEARNING EXPERIENCES	
itar, strate 7 ducing 1 nes	I. Student-Centered in class activity A. Student will be given a guitar to work with. B. Student will experiment with the guitar to find as many different ways to produce a sound as possible (at least 7) 1. Strike back 2. Strike sides 3. Strike front 4. Pluck strings 5. Strum strings 6. Slide objects on strings 7. Play strings with soft mallets 8. Retune strings 9. Place objects (marble) C. Other students will make suggestion of other ways to produce sound on the guitar. D. Other student specialties or instruments can also be used.	II. Outside Resource and Community Activities A. Band director B. Guitar player

Resource and Reference Materials	Continued and Additional Suggested Le
Publications: Exploring Music, Gr. 7 p-64-65 Holt, Rinehart & Winston Audio-Visual: Community:	

nin	e Materials	Continued and Additional Suggested Learning Experiences
	7 p-64-65 ston	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area

Subject

Problem Orientatio
En

BEHAVIORAL OBJECTIVES	SUGGESTED LEARN
Cognitive: By organizing separate environmental noises, the student will create and tape a short musical line containing correct rhythm and different pitches. Affective: The student should become aware of the differences between noise and music. Skills to be Learned Orchestration Notation Listening Operating tape recorder	I. Student-Centered in class activity A. Student will select environmental noises about him, ie, 1. Pencil tapping 2. Door closing 3. Blind being pulled 4. Coughing B. The student will organize these sounds into a rhythmic music line. C. This product will be notated on paper or taped and played back for the class. D. The class should discuss the musical quality of the product.

as the ability to manage,

e, and change his

nt.

Discipline Area Music

Subject General Music

Problem Orientation Manipulate Environmental Sounds

Grade 7-9

AL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
organizing ronmental tudent will pe a short containing m and ches. he student aware of es between ic.	I. Student-Centered in class activity A. Student will select environmental noises about him, ie, 1. Pencil tapping 2. Door closing 3. Blind being pulled 4. Coughing B. The student will organize these sounds into a rhythmic music line. C. This product will be notated on paper or taped and played back for the class. D. The class should discuss the musical quality of the product.	II. Outside Resource and Community Activities A. Tape local and/or outside sounds.
Learned e recorder		

Resource and Reference Materials	Continued and Additional Suggested
Publications:	This episode may be expanded to so classroom or set in a specific loc 1. Art room 2. Wood shop #. Home Ec. room, etc.
Audio-Visual: Tape recorder	
Community:	

arning Ex ds outsid such as	erials	Continued and Additional Suggested Learning Experiences
		This episode may be expanded to sounds outside the classroom or set in a specific local such as the: 1. Art room 2. Wood shop #. Home Ec. room, etc.

CONCEPT

9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area

Subject

Problem Orienta

BEHAVIORAL OBJECTIVES	SUGGESTED
Cognitive: Students will create playable musical instruments from discarded 55 gallon oil drums. Affective: Students will recognize the possibilities inherent in recycling. Skills to be Learned 1. Tuning of musical instruments 2. Safe use of small hand tools. 3. Fire safety	I. Student-Centered in clas activity A. Discuss different ins ments that can be mad from raw materials, e drums, rattles, whist B. Introduce movie Music From Oil Drums 1. Identify Pete Seeg 2. Locate the setting of the movie (Trin C. Discussion of movie 1. Population composi and why? 2. Reasons for bannin reg. percussion in 3. Ecological problem orientation at rec D. Study directions from book to determine fea of positive follow up E. Follow up by attempti make such an instrume The actual attempt of structing this drum be of the length of time facilities must be an class activity.

ESEA

lity to manage,

Music nge his Discipline Area Music

Elementary Subject Elementary Vocal

on Recyclin Problem Orientation Recycling Grade 7-9

RNING EXPER	VES	SUGGESTED LEARNING EXPERIENCES	
II. Out Com 1. 2. 3. 4.	ill l rded ill ities	I. Student-Centered in class activity A. Discuss different instruments that can be made from raw materials, ex. drums, rattles, whistles B. Introduce movie Music From Oil Drums 1. Identify Pete Seeger 2. Locate the setting of the movie (Trinidad) C. Discussion of movie 1. Population composition and why? 2. Reasons for banning reg. percussion instr. 3. Ecological problem orientation at recycling D. Study directions from book to determine feasibility of positive follow up. E. Follow up by attempting to make such an instrument. The actual attempt of constructing this drum because of the length of time and facilities must be an outside class activity.	II. Outside Resource and Community Activities 1. P.T.A. 2. Service clubs 3. School assemblies 4. Local radio or TV

Resource and Reference Materials	Continued and Additional Sug
Publications: Making and Tuning An Oil Drum, By Pete Seeger Folkways Records New York, N.Y. $3.45 Exploring Music, Bk. 6 Holt, Rinehart & Sinston Audio-Visual: Film Music from Oil Drum 1954 Pete Seeger Folkways Records BAVI #0713 $3.50 Community:	1. Additional instruction c playing the instrument a 2. A complete set consistin and bass drums can be bu

sted Learnin nued and Additional Suggested Learning Experiences
be provided ditional instruction can be provided in
er its compl laying the instrument after its completion.
of soprano, a complete set consisting of soprano, alto, tenor,
and tuned. nd bass drums can be built and tuned.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area: Music

Subject: General

Problem Orientation: Manip Sound

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EX	
Cognitive: Given a pair of cymbals, the student will demonstrate to the class at least 5 different ways to produce 5 different sounds. Affective: Student will make application of sound theory to noise management. Skills to be Learned Experimentation Playing	I. Student-Centered in class activity A. Student will be given a pair of cymbals. B. Student will try to find as many different ways as possible to produce sound on the cymbals (at least five) 1. Crash straight 2. Crash with slicing motion 3. Rub together 4. Strike and hold close to drumhead 5. Use a well vosined bow 6. Put vibrating cymbal in water C. Student will demonstrate his "five sounds" to the class. Discussion: Can man tone down the sounds of industry, construction, etc.? What are some implications as a result-cost- effieiency?	II.

anage,

Discipline Area Music

Subject General Music

Problem Orientation Manipulation of Sound Grade 7-9

SUGGESTED LEARNING EXPERIENCES

Student-Centered in class activity

A. Student will be given a pair of cymbals.
B. Student will try to find as many different ways as possible to produce sound on the cymbals (at least five)
   1. Crash straight
   2. Crash with slicing motion
   3. Rub together
   4. Strike and hold close to drumhead
   5. Use a well vosined bow
   6. Put vibrating cymbal in water
C. Student will demonstrate his "five sounds" to the class.

Discussion: Can man tone down the sounds of industry, construction, etc.? What are some implications as a result- cost- effieiency?

II. Outside Resource and Community Activities

A. Band director
B. Percussionist

Resource and Reference Materials	Continued and Addi
Publications: Exploring Music, Gr. 8 p. 108-109	
Audio-Visual:	
Community:	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

9. Man has the ability to manage, manipulate, and change his environment.

Discipline

Subject

Problem Ori

BEHAVIORAL OBJECTIVES	SUGGEST
Cognitive: After listening to the tape prepared in class, the student will show his knowledge of acoustical treatment by writing a report dealing with the results. Affective: The student will develop increased appreciation for quality acoustical treatment.	I. Student-Centered in activity A. Play a record at definite volume s and record throug microphones on ta at a definite volu setting. 1. With only one in the room. 2. With the whole in the room. 3. With as many pe in the room as 4. With rugs on fl drapes and blan hung on windows etc. B. Students will obse listening to the t acoustical treatme room affects volum tone of a musical C. Students will writ report covering ea the 4 room treatme stating the volume changes resulting.
Skills to be Learned Deductive thinking Listening Reporting	

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...te, and change his

...ent.

Discipline Area Music

Subject General Music

Problem Orientation Acoustical Treat- Grade 7-9
ment

...RAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
...fter listening ...prepared in ...tudent will ...wledge of ...reatment report the results. ...he student increased for quality ...reatment.	I. Student-Centered in class activity A. Play a record at a definite volume setting and record through microphones on tape at a definite volume setting. 1. With only one person in the room. 2. With the whole class in the room. 3. With as many people in the room as possible. 4. With rugs on floors, drapes and blankets hung on windows, doors, etc. B. Students will observe by listening to the tape how acoustical treatment of a room affects volume and tone of a musical performance. C. Students will write a report covering each of the 4 room treatments stating the volume and tonal changes resulting.	II. Outside Resource and Community Activities A. Student library Research (Reader's Guide to Periodical Literature) selected magazines.
...Learned ...nking		

Resource and Reference Materials	Continued and Additional Suggested
Publications: Noise Pollution, O'Donnell & Lauaroni, Pub. Addison-Wesley Pub. Co. Inc. page 76 Audio-Visual: Tape recorder Phonograph Community: Blankets Drapes Rugs Acoustical tiles Foxes	

arning	Materials	Continued and Additional Suggested Learning Experiences
	b. Co. Inc.	

ESEA Title III -59-70-0135-2 Project I-C-E

CONCEPT

10. Short-term economic gains may produce long-term environmental losses.

Discipline Area Mus

Subject Jun

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI
Cognitive: Students will demonstrate their knowledge of the merits of tape over disc recordings by listing 3 advantages of tapes in oral class reports Affective: Students will develop a sensitivity to purchasing items with long term values. Skills to be Learned 1. Research skills 2. Reporting skills 3. Listening skills 4. Operating tape & record players	I. Student-Centered in class activity A. Students will bring old disc 45 R.P.M. records and cassette tapes and conventional tapes and recorder to class. B. After listening to several of the records determine which are of little furthe value. 45 R.P.M. recordin are generally pop tunes and may become dated. 1. Which records do you consider of no further value? 2. Would you keep these records for further playing? 3. If not, what further us would this 45 disc be? C. Listen to cassette tape recording and discuss comparison of sounds of cassette as compared to older 45's. (Con't)

hcrt-term economic gains may

ce long-term environmental

s.

Discipline Area Music

Subject Junior High General Music

Problem Orientation Economic Values Grade 7-9

r High Ge

onomic Va

EXPERIEN	AVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
I. Outsi Commu A. Stu tap	: Students will te their knowledge rits of tape over rdings by listing ges of tapes in s reports : Students will sensitivity sing items with values. be Learned ch skills ing skills irg skills irg tape & players	I. Student-Centered in class activity A. Students will bring old disc 45 R.P.M. records and cassette tapes and conventional tapes and recorder to class. B. After listening to several of the records determine which are of little further value. 45 R.P.M. recordings are generally pop tunes and may become dated. 1. Which records do you consider of no further value? 2. Would you keep these records for further playing? 3. If not, what further use would this 45 disc be? C. Listen to cassette tape recording and discuss comparison of sounds of cassette as compared to older 45's. (Con't)	II. Outside Resource and Community Activities A. Student owned recor tapes and players.

Resource and Reference Materials	Continued and Additional Sugg
Publications:	(Con't from I. C.) 1. Does continual use of 45 of recordings? 2. What effect does continua recordings? D. Compare long term use of not apparent with 45 reco 1. Can a tape recording be r 2. Can a disc recording be r
Audio-Visual: Tape recorder Cassettes Phonograph	E. Show through comparison t of tape as compared with amount of music F. Students should list 3 ad as compared to disc recor 1. Tapes may be re-recorded 2. Less space required for s 3. Less deterioration caused
Community:	

ed Learnin	Materials	Continued and Additional Suggested Learning Experiences
ords cause		(Con't from I. C.) 1. Does continual use of 45 records cause deterioration of recordings?
se have on		2. What effect does continual use have on tape recordings?
es as a va ngs.		D. Compare long term use of tapes as a value which is not apparent with 45 recordings.
ecorded?		1. Can a tape recording be re-recorded?
ecorded?		2. Can a disc recording be re-recorded?
advantage c records		E. Show through comparison the advantage of storage of tape as compared with disc records of similar amount of music
tages of t 45's.		F. Students should list 3 advantages of tape recording as compared to disc recorded 45's.
age continued		1. Tapes may be re-recorded 2. Less space required for storage 3. Less deterioration caused by continued use.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

10. Short-term economic gains may produce long-term environmental losses.

Discipli

Subject

Problem

BEHAVIORAL OBJECTIVES	SUGG
Cognitive: The students will weigh the comparative values of disc to tape recordings in a written report. Affective: The students will accept the evidence in favor of long-term values over short-term gains.	I. Student-Centered activity A. Students will 45 R.PM. recor and teacher pl from six recor B. Students will paper the numb they each brou multiply that $.90. C. Discussion led teacher relati 1. How much mo spent on re to class? 2. Was this mo good use? 3. What good a now? D. Divide student groups with a each to discus to utilize the Suggestions: 1. Smash recor chips in a (Con't)
Skills to be Learned Grcup discussion Cause and Effect Learning Report writing	

nomic gains may

Area Music | nvironmental | Discipline Area Music

p Music-Lis | | Subject Pop Music-Listening & Buying Habits

entation S / V | | Problem Orientation Short-term Values | Grade 7-9

ED LEARNING	I	VES	SUGGESTED LEARNING EXPERIENCES	
class			I. Student-Centered in class activity	II. Outside Resource and Community Activities
ng old to class excerpts		tive n	A. Students will bring old 45 R.PM. records to class and teacher play excerpts from six records.	A. Art teacher B. Industrial arts teacher
t on of records and ure by		ts ce	B. Students will list on paper the number of records they each brought and multiply that figure by $.90.	
the to was ds brought		ing	C. Discussion led by the teacher relative to 1. How much money was spent on records brought to class? 2. Was this money put to good use? 3. What good are the records now?	
put to the records			D. Divide students into small groups with a chairmen for each to discuss a project to utilize their records. Suggestions: 1. Smash records and use chips in a collage. (Con't)	
nto small irmen for project records.				
and use llage.				

Resource and Reference Materials	Continued and Additional Suggested Learn
Publications:	(Con't from I. D.) 2. Melt records to make models of cars, 3. Make wall decorations for music room. 4. Make door stops, paper weights.
Audio-Visual: Student record collection	
Community:	

ials	Continued and Additional Suggested Learning Experiences
	(Con't from I. D.) 2. Melt records to make models of cars, etc. 3. Make wall decorations for music room. 4. Make door stops, paper weights.

ESEA Title III - 59-70-0135-2 Project I-Q-L

CONCEPT

11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.

Discipline Area Music

Subject General Mu

Problem Orientation Noise Po

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPER	
Cognitive: Through discussion students will demonstrate knowledge of varieties of noise pollution damage to hearing. Affective: Students will develop an awareness of safe decibel levels. Skills to be Learned 1. Performing 2. Listening 3. Skills involved in controlling loudness limits in vocal and instrumental participation 4. Dynamic blend	I. Student-Centered in class activity A. Provide a comparison tape of juke box tunes. Play loudly to the point of distortion and by contrast at a controlled level for a better appreciation of the intrinsic value of the music. B. Discuss the difference as related to 1. Music for music's sake 2. Damage to Aural Equip. Sample questions: 1. Can you hear the melody at the loudest decibel level? 2. What part of the instrumentation is most predominent at the loudest setting? 3. Why can the musical elements of that selection be better appreciated by the listener at the more (Con't)	II. Out Com A. B.

plicated

nificant

ns over

Discipline Area Music

Subject General Music

Problem Orientation Noise Pollution Grade 7-9

SUGGESTED LEARNING EXPERIENCES	
I. Student-Centered in class activity A. Provide a comparison tape of juke box tunes. Play loudly to the point of distortion and by contrast at a controlled level for a better appreciation of the intrinsic value of the music. B. Discuss the difference as related to 1. Music for music's sake 2. Damage to Aural Equip. Sample questions: 1. Can you hear the melody at the loudest decibel level? 2. What part of the instrumentation is most predominent at the loudest setting? 3. Why can the musical elements of that selection be better appreciated by the listener at the more (Con't)	II. Outside Resource and Community Activities A. Reference readings on hearing loss from noise pollution. B. An eye, ear, nose, and throat specialist to talk on contributing causes to hearing loss.

Resource and Reference Materials	Continued and Additional Sugges
Publications: Reader's Guide To Periodical Literature, Noise Pollution, By: O'Donnell & Lavaron Pub: Addison-Wesley, Inc. Audio-Visual: Tape Recorder Community:	(Con't from I. B.) moderate loudness setting? 4. Aside from the obvious resu throbbing headache to total the medical findings on exc to hearing? C. Students will bring tapes o of noise pollution such as: 1. Factory noises. 2. Traffic sounds at predet 3. Sounds in a classroom. 4. Sounds in a study hall.

rials	Continued and Additional Suggested Learning Experiences
1	(Con't from I. B.) moderate loudness setting? 4. Aside from the obvious results ranging from a throbbing headache to total insanity, what are the medical findings on excessive noise as related to hearing? C. Students will bring tapes of other kinds and sources of noise pollution such as: 1. Factory noises. 2. Traffic sounds at predetermined times of the day. 3. Sounds in a classroom. 4. Sounds in a study hall.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 12. Private Ownership must be regarded as a stewardship and should not encroach upon or violate the rights of others.

Discipline Area

Subject

Problem Orientati

BEHAVIORAL OBJECTIVES

Cognitive: The group assigned this investigation will determine the implications involved in the use of background music through an oral class report.

Affective: The students will develop an awareness of the implications of background music use

Skills to be Learned

Investigative
Reporting
Discussion

SUGGESTED LEAR

I. Student-Centered in activity
   A. A small group o students will i gate all of the in their hometo there is backgr music
      1. TV
      2. Movies
      3. Supermarket
      4. Drug stores
      5. Street corn
      6. Schools
      7. Hospitals
      8. Etc.
   B. Group presents findings to the Include why busi men use the back music.
   C. Class discussion
      1. Is this an i ment on other pe rights? (cont.)

p must be

ewardship

ncroach upon

ights of

Discipline Area Music

Subject General Music

Problem Orientation Encroachment Grade 7-9

	SUGGESTED LEARNING EXPERIENCES	
ssigned deter- olved i music eport. s will the und music	I. Student-Centered in class activity A. A small group of students will investigate all of the places in their hometown where there is background music 1. TV 2. Movies 3. Supermarkets 4. Drug stores 5. Street corners 6. Schools 7. Hospitals 8. Etc. B. Group presents findings to the class. Include why businessmen use the background music. C. Class discussion 1. Is this an infringement on other peoples rights? (cont.)	II. Outside Resource and Community Activities A. Most of the investigation must take place in the community. B. Ask businessmen why they use background music. Give sample interview questions so that student goes prepared.

Resource and Reference Materials	Continued and Addition
Publications:	I. (cont.) 2. Why is this done 3. Should anything
Audio-Visual:	
Community: Businessmen School Administrators Hospital Administrators City Council	

Suggest	ce Materials	Continued and Additional Suggested Learning Experiences
e done a		I. (cont.) 2. Why is this done? 3. Should anything be done about it?

ESEA TITLE III - 59-70-0135-2 Project I-C-E

CONCEPT	12. Private ownership must be regarded as a stewardship and should not encroach upon or violate the individual right of others
BEHAVIORAL OBJECTIVES	
Cognitive: Students will research the subject of musical popularity poll of the top 5 tunes for 6 weeks. Affective: The student should develop tolerance for the musical preferences of others. Skills to be Learned Conducting polls. Discussion	I. Student-Ce activity A. At the first m student ballot the top week. then ta list the cending continue B. After 6 students statisti 1. What neve 2. What numb on e 5? 3. What numb top 4. Was the tive choi C. Discussi 1. How lari

Disciplin pline Area Music

Subject ct General music

Problem O em Orientation En.croachment Grade 7-9

SUGGESTED STED LEARNING EXPERIENCES	
ered in cl n class	II. Outside Resource and Community Activities A. Compare the class' top 5 with: 1. Dept. store poll flyers. 2. Radio station polls. 3. Newspaper polls. 4. Billboard magazine poll.
ginning of g of the	
ting of the f the week,	
will write rite on a	
eir choice oice for	
p tune of e of the	
students nts may	
the votes otes and	
op 5 in de n des-	
der. This This will	
or 5 more ore weeks.	
eks of vot f voting,	
ill tally ally the	
.	
of the tu ne tunes	
made the t he top 5?	
of the to e total	
of tunes unes voted	
ed up in t in the top	
of the to e total	
of votes otes did the	
group get? get?	
e selectio ction of	
5 really ally indica-	
the popu popular	
of the sta e statistics.	
id is our our popu-	
poll? (cont.)	

Resource and Reference Materials	Co
Publications:	
Billboard Magazine	I.
Audio-Visual:	
Community:	
Department stores	
Music stores	
Radio stations	

I. C. (cont.)
2. Does everyone like the same tunes?
3. Do people agree as to the kind of music they like?
4. Does this necessarily make the majority correct in their preferences?
5. How should we feel about the preferences of others?

The poll may be continued all year to maintain interest.
The weekly results may be released to local disc jockeys for radio release.
A final top 10 may be released at the end of the school year.

PROJECT I-C-E Episode Evaluation Form (Reproduc

Please fill in:
Subject: _____

Grade: _____

Concept No. Used: _____

In commenting on each episode u
form. Feel free to adapt it and
your critiques and comments - neg
hand column, please rate (poor, g
make specific comments or suggest
vided to help us make this a more

Poor	Good	Exc.	
			I. Behavioral Objectives A. Cognitive:
			B. Affective:
			II. Skills Developed
			III. Suggested Learning Experiences A. In Class:
			B. Outside & Community Activities:
			IV. Suggested Resource & Reference Materials (specific suggestions & comments)

-C-E Episode Evaluation Form (Reproduce or duplicate as needed)

In commenting on each episode used in your class, please use this form. Feel free to adapt it and add more pages. Let us know all your critiques and comments - negative and positive. In the left-hand column, please rate (poor, good, excellent) each item. Also, make specific comments or suggestions if possible in the space provided to help us make this a more usable guide. Thank you.

havioral Objectives
Cognitive:

Affective:

ills Developed

ggested Learning Experiences
In Class:

Outside & Community Activities:

ggested Resource & Reference Materials
pecific suggestions & comments)

Project I-C-E
Serving Schools in CESA 3-8-9
1927 Main Street
Green Bay, WI 54301